

ED 023 545

By -Fried, Marian; And Others

Developmental Reading in Social Studies: Rise in Industry and Agriculture.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

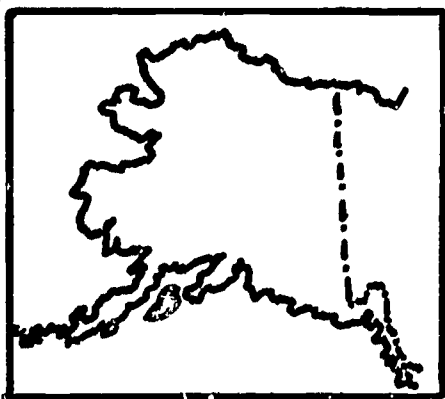
Note -104p.

EDRS Price MF -\$0.50 HC -\$5.30

Descriptors - *American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, sixth in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the rise of industry and agriculture is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

Developmental Reading in Social Studies



UNIT 6: Rise of Industry and Agriculture

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

RE 001 445

200254

a guide for teachers

GRADE

8

REVISED

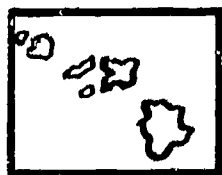
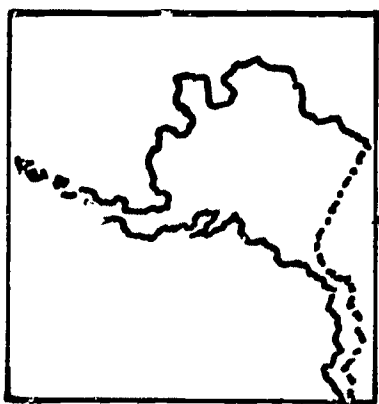
Sewanhaka

CENTRAL HIGH SCHOOL DISTRICT NO. 2

NASSAU COUNTY, NEW YORK

Developmental Reading in Social Studies • REVISED

UNIT 6: Rise of Industry and Agriculture



MRS. MARIAN FRIED
H. Frank Carey High School
DONALD LAUX
Elmont Memorial High School
MISS SARA LEVY
Floral Park Memorial High School
MISS MARILYN MACCHIA
Elmont Memorial High School
ANTHONY MANZO
H. Frank Carey High School
LEE MARCUS
Alva T. Stanforth Junior High School

a guide for teachers

GRADE **8**

Sewanhaka

CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

SUMMER 1965

Dr. James A. DeSonne, Assistant District Principal (Curriculum and Instruction)
Robert M. Vincent, Director, Instructional Materials Center
Dan Dramer, District Curriculum Supervisor for Reading and Language Arts
John W. Nicoll, Principal of the District

BOARD OF EDUCATION

Mr. Samuel L. Nadler, President
Mr. Milton Levine, Vice President

Mrs. Anne M. Boeckmann
Mr. Anthony C. Crea
Mrs. Dorothy Fishelson

Mr. Walter H. Pohl
Mrs. Viola S. Southern
Mr. Russell F. Thomas, Jr.

DISTRICT ADMINISTRATION

Mr. John W. Nicoll, Principal of the District

Dr. James A. DeSonne - Assistant District Principal (Curriculum and Instruction)
Mr. W. Wallace Purdy - Assistant District Principal (Personnel and Supervision)
Mr. John S. Randolph - Assistant District Principal (Pupil Personnel Service)

BUILDING PRINCIPALS

Mr. Gilbert G. Blum, Principal, H. Frank Carey High School
Mr. Francis X. Driscoll, Principal, Elmont Memorial High School
Mr. John H. Fuller, Principal, Floral Park Memorial High School
Mr. Alton D. Lowe, Principal, Alva T. Stanforth Junior High School
Dr. Jerome J. Niosi, Principal, New Hyde Park Memorial High School
Mr. Howard W. Nordahl, Principal, Sewanhaka High School

A C K O W L E D G M E N T S

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried

For their authorship of the
guide in the summer of 1965

Mr. Donald Laux

Miss Sara R. Levy

Miss Marilyn Macchia

Mr. Anthony Manzo

Mr. Lee Marcus

Mr. Dan Dramer

For supervising and organizing
the project in its formative
and developmental stages

District Curriculum Supervisor,
Reading and Language Arts

Mr. Ira Wilder

For suggestions on dividing
the content into study units

Social Studies Coordinator
and

Mr. William Wrigg

Dr. James A. DeSonne

For general supervision of
the summer workshop

Assistant District Principal,
Curriculum and Instruction

Mr. Robert Vincent
Director,
Instructional Materials Center

For supervision of the
production of this guide

Mr. Edward Schneider

For editing final copy and
for assisting in the super-
vision of the production of
this guide

Mrs. Madeline Hendrix

For preparing bibliographical
material for the guide

Mrs. Ramona Bendin

For creation of the cover
design and other art work

Miss Betty Lavin and the
Typing and Production Staff

For technical production of
the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will be evaluated and appropriate action will be taken.

September 1, 1965

John W. Nicoll
Principal of the District

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlom, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story, you will find a review question that can be used for both texts.

Unit Themes

- Unit I Discovery and Exploration and European Colonies in the New World
- Unit II Colonial Struggle for Independence
- Unit III How Our Nation Is Governed
- Unit IV Growth of the New Nation and the Westward Expansion
- Unit V Civil War and Sectionalism
- Unit VI Rise of Industry and Agriculture
- Unit VII U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developmental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while developing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requisitioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topic, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

UNIT VI

Rise of Industry
and AgricultureTABLE OF CONTENTSThis Is America's Story - Wilder

Chapters:

22: (pp.442-467)

The United States Becomes
A Great Industrial Nation

23: (pp.468-482)

Growing Business and Industry
Face and Solve New Problems

24: (pp.483-505)

New Methods of Farming
Create New Problems

25. (pp.506-524)

The Machine Age Changes
Life in Cities and on
Farms

26: (pp. 525-556)

America Provides More
Opportunities for More
PeopleExploring American History
Schwartz, O'ConnorChapters 1-14
(pp.298-359)HOW DID THE UNITED STATES BECOME
A LEADING INDUSTRIAL NATION?Covers the period describing conditions
in industry and agriculture before
the Civil War to the problems of
the 1930's.

WILDER, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

The Industrial Revolution in America in the 19th century caused much the same fear to workers in America as automation is causing today.

The machines which took the work out of the homes and placed it in factories changed our way of life. It gave us more time for leisure, more time to search for the unknown and a broader knowledge of our fellow-man.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

NOTES ON THE READING

AIM: To Learn the Reasons for the Changes in Our Way of Life Since 1800.

1. Describe the life of the farmer in the early 1800's.

2. Why was their knowledge of the outside world limited?

3. Compare life in America in 1800 with modern-day American life.

4. How has farm life changed?

5. What are the causes of all of these changes?

6. What advantages have these changes brought?

7. What great natural resources do we have?

1.

2.

3.

8. What part has man played in the development of America?

9. What American characteristics are responsible for the growth of the country?

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

- A. plateau
- B. leisure
- C. natural resources
- D. ready-made
- E. relax
- F. scientist
- G. telegraph
- H. fuel
- I. atomic power
- J. sources

Column II

- _____ 1. power produced by changes in the nucleus of the atom
- _____ 2. ready for immediate use
- _____ 3. make or become less stiff or firm
- _____ 4. things that can be burned to make a fire
- _____ 5. place from which anything comes or is obtained
- _____ 6. time free from work
- _____ 7. plain in the mountains or at a height above the sea
- _____ 8. process for sending messages by electricity
- _____ 9. person who is trained in, or familiar with science
- _____ 10. materials supplied by nature

VOCABULARY TEST

Fill in the blanks using words in Column I.

1. Materials supplied by nature are called _____.
2. Power produced by changes in the nucleus of an atom is called _____.
3. Most Americans buy _____ clothes rather than custom made clothes.
4. _____ is necessary to heat our homes.
5. Great _____ have invented machinery which make our daily life simpler.
6. The invention of time saving machines has given us much _____ time.
7. The United States has high level _____ rising in the west central part of the country.
8. If the _____ had been invented in 1812 Andrew Jackson would not have led the Battle of New Orleans, two weeks following the peace treaty with England.
9. Leisure time gives us the opportunity to _____ from our work.
10. The earth is the _____ from which we obtain our great wealth.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE
NEW PROBLEMS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.469 conveniences machinery profit	industry	
p.470 quantities sawmills <u>veins</u> conserving	natural resources	
p.471 hire <u>creditors</u> countless merchants depressions confidence boom panic		
p.472 actually <u>recession</u> monopoly		
p.473 refining corporations <u>trust</u> temptation <u>compete</u>		John D. Rockefeller
p.474 handiwork variety secure welfare	worker-management relations	
p.475	craft unions industrial unions	1869 Knights of Labor, Uriah S. Stephens, 1886 American Federation of Labor, Samuel Gompers, A. F. of L.
p.476 trade craft rival recruited mass-production	<u>skilled workers</u>	1930 C.I.O., Congress of Industrial Organizations, John L. Lewis, United Mine Workers Union, 1955 A.F. of L. - C.I.O.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND
SOLVE NEW PROBLEMS

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.476 arbitration <u>collective bargaining</u> strike	labor weapon	Panic of 1873, railroad strike of 1877
p.477 humble organize bargain		
p.478 sullenly picket lines strike breakers welfare funds <u>open shop</u> <u>closed shop</u> <u>union shop</u> <u>automation</u>	eight-hour work day	Eugene V. Debs, 1886 "Haymarket Riot", 1892 Homestead, Pa. strike
p.479 essential equipment health insurance <u>pension</u> retired prohibited		1890 Sherman Anti- Trust Act
p.480 hauling cosmetics empolyer's liability		1887 Interstate Commerce Act, 1914 The Clayton Act, Pure Food and Drug Act, Theodore Roosevelt, Workmen's Compensation
p.481	minimum wages	National Labor Relations Act, Wagner Act, National Labor Relations Board, Social Security Act, Wages and Hours Act, Taft-Hartley Act of 1947
convicts	cooling off period	1959 Landrum- Griffin Act
SS8	Unit VI, p. <u>6</u>	468-482 W

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND
SOLVE NEW PROBLEMS

WORDS USED IN CONTEXT

1. The miners dug deep into the earth in search of rich veins of ore. They felt fortunate when they located the veins of coal which ran in layers beneath the earth's surface.
2. When the creditors called in their loans, a panic developed in the business world. These creditors needed the money they had loaned to the public to pay their own expenses.
3. A recession often follows a period of rapid expansion. Usually a recession is not as severe or damaging as a depression.
4. Rockefeller set up a huge and powerful trust controlling the oil industry. Such trusts or monopolies have been outlawed.
5. A small business man has a difficult time trying to compete with large chain stores. The small store-keeper cannot purchase in the same volume as the super market can and therefore he is limited in his efforts to compete with his competitors.
6. Monopolies destroy the theory of supply and demand. A monopoly is in a position to have full control to set prices, wages, hours, etc.
7. Collective bargaining is a compromise between labor and management. Many strikes have been avoided by the use of collective bargaining.
8. The open shop as opposed to the closed shop has been a problem of the unions. In an open shop, union as well as non-union workers are permitted employment. Closed shops, which hire only union workers, are outlawed by many states. A union shop permits both union and non-union workers to work side by side.
9. The use of more and more machinery has created the same fears in the 20th century as the Industrial Revolution did in the 19th century. This use of machinery, called automation, is a great time-saver. By the use of automation a job that might take weeks for many men can be done in a matter of hours.
10. Many people depend on their pension to help them enjoy the later years of their lives. During their working years they pay money from their salary into a pension fund which is paid to them at the time of retirement.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND
SOLVE NEW PROBLEMS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter
which appears before the words in Column I.

Column I

- A. confidence
- B. monopoly
- C. hire
- D. profit
- E. variety
- F. arbitration
- G. collective bargaining
- H. prohibit
- I. sullen
- J. liability
- K. automation
- L. trust

Column II

- _____ 1. settlement of a dispute
by the decision of somebody
chosen to be a judge
- _____ 2. belief that a person is
honest; business that takes
charge of the property of others
- _____ 3. pay for the use of the
work or services of a person
- _____ 4. to have faith in somebody
- _____ 5. to have exclusive control
of something
- _____ 6. to limit the use of
something or somebody
- _____ 7. number of different
things
- _____ 8. to gain from a business;
advantage
- _____ 9. method or technique of
manufacturing a product
- _____ 10. silent because of bad
humor or anger
- _____ 11. thing to one's dis-
advantage
- _____ 12. negotiation about wages
and hours

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND
SOLVE NEW PROBLEMS

TECHNICAL VOCABULARY

Directions: In Column B, there are definitions for the words listed in Column A. Match each word and its definition. Place the letter of the definition on the line in front of the word it defines.

Column A

- _____ 1. arbitration
- _____ 2. blacklist
- _____ 3. boycott
- _____ 4. closed shop
- _____ 5. collective bargaining
- _____ 6. strike
- _____ 7. open shop
- _____ 8. picket lines
- _____ 9. business combinations
- _____ 10. minimum wage

Column B

- A. refusal to work on the part of a group of employees
- B. laws the states passed fixing the amount that could be paid workers
- C. striker who tries to prevent non-strikers from working
- D. a factory or business which employs both union and non-union workers
- E. a factory or business that only hires union workers
- F. the process by which representatives of labor and of the employer come to an agreement over matters in a dispute
- G. list of workers whom employers consider to be troublemakers
- H. refusal to buy or use
- I. all operations under the same ownership

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND
AND SOLVE NEW PROBLEMS

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- A. Some important problems that arose in the machine age
- B. New methods of farming
- C. The national government passes laws to assist the workers
- D. How the government tried to solve some problems of business and industry.
- E. John D. Rockefeller, founder of Standard Oil
- F. Labor unions try to win better working conditions
- G. The knights of Labor is organized
- H. Samuel Gompers becomes a union leader

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

SUMMING UP

LABOR UNIONS IN THE UNITED STATES

Complete the following chart. You may use your textbook.

How the worker tried to win his demands	How the employer tried to win his demands	Laws concerned with the worker

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

WORDS TO LEARN

Lenny and Fred owned a small factory. As their business grew in size, it was necessary to raise larger sums of money to continue to make a profit. They decided to organize a corporation and to issue shares of stock. If the corporation succeeded, the stockholders would make money. Since Lenny and Fred were once workers themselves, they made sure that working conditions in their factory would be ideal so the workers would have no reason to protest. They made sure that the Board of Directors of their corporation visited the factory and knew what was going on.

The workers were paid adequate wages so complaints were few. Lenny and Fred were told that they should be careful not to create a monopoly. This would be unfair, since they would be able to change whatever price they wanted for their products. Today these two men run a prosperous corporation where all the workers are happy.

NOTES ON THE READING

AIMS: To Learn How the Factory System Developed Into a System of Big Businesses.

To Learn How the Coming of Big Business Affected the Worker.

1. How did the corporation begin?

2. How is a corporation formed?

3. A. Who were the "captains of industry"?

A.

B. How did they help America grow?

B.

C. What were the contributions of James J. Hill, Andrew Carnegie, and John D. Rockefeller

C, Hill

Carnegie

Rockefeller

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

NOTES ON THE READING

4. What were the disadvantages of a corporation?

5. A. What laws were passed to correct monopolies?

A.

B. Why were these laws passed?

B.

6. Explain what problems were created after the Civil War as a result of factories.

7,8. What were the differences between businesses before and after the Civil War?

Before:

After:

9. If the worker wanted to leave his job before 1890, what could he do? After 1890?

Before 1890:

After 1890:

10. What were some adverse results of the Industrial Revolution?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

RECALL

The factory system had many effects on our country. Complete the following chart, keeping this in mind.

FACTORY SYSTEM

ADVANTAGES	DISADVANTAGES

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. corporation	_____ 1. amount paid for work
B. stock	_____ 2. statement that denies or objects strongly
C. shares	_____ 3. exclusive control of a service
D. stockholder	_____ 4. part; use together
E. Board of Directors	_____ 5. owners of stocks or shares in a company
F. monopoly	_____ 6. group of persons who obtain a charter to start a company
G. forbidden	_____ 7. not being allowed to do something
H. wages	_____ 8. state in which a person works
I. working conditions	_____ 9. group of people that run a company
J. protest	_____ 10. shares in a company; things for use or for sale

WORDS TO LEARN

Noel Levine was a man with a skill. He had learned his trade from his father who had taught it to him at a very young age. When his employer started to treat him unfairly, he decided he was going to join a trade union. He was told that if he belonged to the union he could win, his demands by collective bargaining. If this peaceful method did not work out he was told more forceful and persuasive means might be used. He wasn't sure whether the union representatives were all talk or men of action, but he soon found out. Their demands were not met and his union went on strike. The men refused to work. Not only did they not work, but they also decided to picket. They stood outside their factory and persuaded people not to go to work. They also decided to boycott. If this were successful the factory owners would lose money and be forced to come to an agreement. However, the owners had methods of their own to get the men back to work and they used them. During the strike, the owners tried a lockout. In other words, they refused to permit the workers to enter the factory. Noel was worried. He also discovered his name was on something called a blacklist. He was afraid other employers would not hire him because of this. He was told that the only way he could now get work was to sign a yellow-dog contract, promising not to join a union.

Things were not easy for Noel for the next few years. After a long, hard fight, unions finally were recognized and he was happy that he was partially responsible for them.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER
WORKING CONDITIONS

NOTES ON THE READING

AIMS: To Learn How the Workers Formed Unions to Improve Their Conditions
of Work
To Learn How the Government Has Helped the Worker Get Better Wages,
Better Hours, and Improved Conditions

1. A. What did the workingman do to
improve his conditions?

B. What was the Knights of
Labor?

A. _____

B. _____

2. Discuss briefly Samuel Gompers's
early life.

3. What were the two ideas Gompers
had about trade unions?

1. _____

2. _____

4. What were the difficulties
facing the American Federation'
of Labor?

5. A. What did Gompers and other
leaders continue to fight for?

B. How did they go about winning
their demands?

A. _____

B. _____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER
WORKING CONDITIONS

NOTES ON THE READING

6. If collective bargaining didn't work, what could the workers do?

7. What weapons did the employer have in a strike?

8. A. What was the Wagner Act?
B. What were some results of the Wagner Act?

A.

B.

9. Explain the organization of the C.I.O.

10. A. What was the Taft-Hartley Law?
B. What happened in 1955 concerning the unions?

A.

B.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING
CONDITIONS

NOTES ON THE READING

11. What did Congress do as
a result of a study of unions
in the 1950's?

RECALL

Complete the following outline.

How the worker tries to win his demands	How the employer tries to win his demands	Laws passed concerning the worker

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING
CONDITIONS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. trade union	_____ 1. ability gained by practice
B. skill	_____ 2. refusal to give work to workers until they accept the employer's terms
C. unskilled	_____ 3. list of people who are believed to deserve punishment
D. trade	_____ 4. combine against and have nothing to do with
E. collective bargaining	_____ 5. play; amusement
F. strike	_____ 6. person stationed by a labor union near a factory
G. picket	_____ 7. association of workers in any trade or craft
H. boycott	_____ 8. promise that person wouldn't join a union
I. blacklist	_____ 9. buying and selling; kind of work
J. recreation	_____ 10. refusal of employees to work
K. lockout	_____ 11. awkward; clumsy
L. yellow-dog contract	_____ 12. talking about things such as wage and hours

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p. 264 <u>communication</u> <u>invention</u> <u>manufacture</u>	<u>Clipperships</u>	
p. 267 cargo yonder bulky slender bustling	<u>packet ship</u> freighter whaler "trimming ship"	Salem, Massachusetts
p. 268	trinkets	"Empress of China", Canton, "Grand Turk", Orient, Captain Robert Gray, "Columbia", Baltic Sea, Denmark, Sweden , Mediterranean
p. 270 valiant weary far-flung	squadron, gum-copal tallow	Barbary States, Luzon, Zanaibar, Arabia, Madagascar, Antartic, Rio de Plata, Malaysia
p. 271 dwindled, disuse, shrewd envy pride	embargo wharves	Donald McKay, "Flying Cloud", Cape Horn, San Francisco
p. 272	<u>Industrial Revolution</u> spinning wheel hand loom <u>spinning jenny</u> <u>power loom</u> factory	James Hargreaves, Edmund Cartwright, Richard Arkwright
p. 273 self-reliant	<u>textile</u> factory system	Samuel Slater, Pawtucket, Rhode Island; Francis Lowell

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc</u>
p.274			Elias Howe
p.275	dispose	<u>tariff</u>	
p.276	decline ventilation	duties assembly line	
p.277		immigrants wages	
p.278	convenience	<u>labor union</u> craftsmen	
p.279	succession oozing jounced		Cumberland or National Road
p.280	procession hindered	"Conestoga Wagons" <u>toll gates</u> <u>turnpikes</u>	Cumberland, Maryland; Wheeling, Ohio; Vandalia, Illinois
p.281		Canal Era Erie Canal	Governor De Witt Clinton
p.282			James, Watt, John Fitch, Robert Fulton, "Fulton's Folly", "Clermont" Oliver Evans
p.283	prophecy		
p.284	scoffed quaint crude		George Stephenson, "Tom Thumb", Peter Cooper
p.285	bold		Charles Dickens,
p.286	<u>communication</u> keen	<u>telegraph</u> Morse Code	New York Central, Samuel F.B. Morse

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE
AND MANUFACTURING

WORDS USED IN CONTEXT

People in the 1800's did not have any way of sending messages quickly. Communication was in its infant stage. As settlers moved further west, they saw the importance of communication.

The travelers were weary after their long journey. These weary people were glad to rest at the first hotel they saw.

When the boy got his new bike he could see envy in the eyes of his friends. This envy soon passed when he let them take turns riding the bike.

As he spent more and more money he saw his bank account dwindle. It dwindled so much that he had to borrow money to pay his debts.

It is important to have proper ventilation in a house. Ventilation is the process of supplying fresh air.

The procession moved in perfect order. When the procession reached the end of the street the people crowded around to see what was going on.

QUESTIONS ON CHAPTER 14

q From the title of Chapter 14, The Northeast Becomes the Center of Trade and Manufacturing, we can assume that the chapter deals with:

A.

B.

C.

D.

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- A. Americans opened trade with the Far East
- B. The War of 1812 damaged American shipping
- C. Donald McKay advanced shipping
- D. Manufacturing centers flourished in the South
- E. The protective tariff benefited the Northeast
- F. The factory system led to the growth of unions

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

Directions: State the effect that each of the following in Column I had on the Northeast.

<u>Column I</u> <u>Cause</u>	<u>Column II</u> <u>Effect</u>
A. clipper ships	1.
B. Samuel Slater	2.
C. War of 1812	3.
D. Elias Howe	4.
E. protective tariff	5.
F. factory system	6.
G. turnpikes	7.
H. canals	8.
I. railroads	9.
J. telegraph	10.

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. communication	_____ 1. list of duties or taxes on imports or exports
B. valiant	_____ 2. discontent at another person's good fortune
C. weary	_____ 3. giving information by talking, writing, etc.
D. clipper ship	_____ 4. brave, courageous
E. shrewd	_____ 5. telling what will happen in the future
F. envy	_____ 6. having a sharp mind, having a keen wit
G. quaint	_____ 7. ship with towering masts and long, slender lines
H. prophecy	_____ 8. ship that ran on a time schedule
I. tariff	_____ 9. tired; run down in mind and spirit
J. ventilation	_____ 10. strange; odd
K. packet ship	_____ 11. processs of supplying fresh air

WILDER, UNIT VI, CHAPTER 22: THE UNITED STATES BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.443		industry	
p.444	precious timber	production manufactured tractors plows harvester raw materials <u>natural resources</u> forefathers continent <u>mineral</u> deposit copper lead bauxite aluminum manganese tin nickel platinum petroleum reserves	Industrial Revolution Machine Age, Pennsylvania, Appalachian region, Mississippi Valley, Lake Superior
p.445	intermediate insulate upholstery	synthetic plastics limestone	
p.446	<u>investment</u> inventive persistence inventor		Eli Whitney, Elias Howe, Thomas Edison
p.448	laboratory patent feeble welder	<u>mass production</u> <u>division of labor</u> <u>standard parts</u>	Menlow Park, New Jersey
p.449	interchangeable identical substituted task assembled fixtures employee	<u>assembly line</u> conveyer belt	Henry Ford

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc</u>
p.450	emerges revolutionize procedure research semi-skilled populations eager hauled effective specialty	<u>automation</u> computer	Russian, English
p.451	specialize catalogue rural partnership <u>corporation</u> shares of stock <u>stockholders</u> <u>dividend</u>	department stores chain stores pioneer mail order house	John Wanamaker, Philadelphia; Marshall Field, Chicago; Great Atlantic and Pacific Tea, Co.; F.W. Woolworth Co; Montgomery Ward; Sears Roebuck
p.452	organization communication multi-lane telegraph <u>cable</u>		Europe, Asia, Africa, Cyrus Field, Atlantic Ocean, British Isles, America
p.453			Scotsman; Alexander Graham Bell, Boston; Cambridge, Massachusetts; New Haven, Connecticut

Words needed to understand the notes about the telephone: contrivance, transmitter, diaphragm, primitive.

P.454	<u>radar</u> sonar	New York, San Francisco KDKA, Pittsburgh; Marconi; Italian; Newfoundland; Great Britain
-------	-----------------------	---

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.455	commercial		World War II, North, South, Midwest
p.456	capacity economically	<u>trunk line</u> air brakes automatic coupler	Cornelius Vanderbilt, New York Central System, Pennsylvania Railroad, Baltimore and Ohio, Pullman Company
p.457	experimenter chromium		George Selden, Charles Duryea, Elwood Haynes, Alexander Winton, Henry Ford, New Englander, Charles Goodyear
p.458	<u>synthetic</u>	<u>vulcanizing</u>	Samuel Langley
p.459	tragically		Wilbur Wright, Orville Wright; Dayton, Ohio; Kittyhawk, North Carolina; First World War; Charles Lindbergh; Wiley Post; Harold Gatty; Amelia Earhart; Honolulu; California; World War II; Federal Aviation Agency
p.460			Akron; Toledo; Los Angeles; Newark, New Jersey; Minneapolis; St. Louis; Dallas; "captain of industry"

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.460			James J. Hill
p.461			Canada; St. Paul, Minnesota; Great Northern Railway; Seattle, Washington; Andrew Carnegie; Henry Bessemer; William Kelly; Scottish
p.462	revolutionized petroleum kerosene monopoly		Lake Erie; Great Lakes; United States Steel Corporation; John D. Rockefeller; Standard Oil; Benjamin Silliman; Titusville, Pennsylvania; Cleveland
p.464	ample		American Telephone and Telegraph Company
p.465	laboratory synthetic textiles <u>electronic</u> <u>radar</u> X-ray computer satellite eliminate merchandise	supermarket shopping center discount houses	
p.466	advertising		

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS USED IN CONTEXT

The area contained many precious metals. These metals were precious because they were hard to get.

I am going to insulate my house because there are too many drafts. This insulation will keep it warm in the winter and cooler in the summer.

During the last war, synthetic rubber was very important. Since items like rubber, and silk, were scarce, man-made synthetic products had to take their place.

Since he did not get a patent for his invention he could not prove it was his. Patents protected inventors just like copyrights protected writers.

I made a small investment in the stock market. This money that I invested I hope will some day make me a fortune.

The runner's best quality was his persistence. He would never give up.

No task is too small or job too big for your friendly movers.

The parts were interchangeable; each one could be used in place of the other.

The large company had a monopoly on all the goods produced. This monopoly enabled the company to set prices and drive the small businessman out of business.

You have to eliminate many of the words on this list. If you get rid of at least ten you will have a better list.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
1. precious	_____ A. made artificially
2. insulate	_____ B. work to be done
3. synthetic	_____ C. can be put in place of each other
4. patent	_____ D. keep from losing heat
5. investment	_____ E. something that is expected to yield money
6. persistence	_____ F. get rid of
7. task	_____ G. valuable
8. interchangeable	_____ H. continuing firmly
9. monopoly	_____ I. government grant to protect an invention
10. eliminate	_____ J. complete control

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 22, The United States Becomes a Great Industrial Nation, we can draw certain conclusions about the content of the chapter. Below there are a list of conclusions. If you think that the conclusions follow naturally as a result of the title of the chapter write CF, for conclusion follows. If you think that the conclusion does not follow beyond a reasonable doubt, write conclusion does not follow (CNF). Use sub-titles, headings charts, etc, to help you decide.

- _____ 1. Certain basic conditions make the United States a leading industrial nation.
- _____ 2. The United States has great methods of transportation and communication.
- _____ 3. There have been many great inventions in the United States.
- _____ 4. John D. Rockefeller founded Standard Oil.
- _____ 5. Mass production and the growth of corporations aided American industry.

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

QUESTIONS ON THE CHAPTER

"Necessity is the mother of invention."

This means that before developments take place, there is usually a problem that needs solving. Below you will find a list of developments that solved certain problems. Match the development to the problem that it helped solve.

<u>Problem</u>	<u>Development</u>
A. many people claimed other people's inventions	1. advertising industry
B. automation	2. trans-Atlantic cable
C. need for large sums of money	3. vulcanization of rubber
D. manufacturers couldn't sell products	4. trunk lines
E. automobiles need tires	5. demand for highly trained workers
F. expense of converting iron to steel	6. establishment of a Federal Aviation Agency
G. trans-continental communication took weeks	7. corporations hire research scientists
H. freight had to be moved many times, from one railroad line to another	8. patent law
I. products need to be improved and new ones developed	9. Bessemer Process
J. airways are very crowded	10. establishment of corporations

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING
BEFORE THE CIVIL WAR

WORDS TO LEARN

Too many of us merely accept the comforts and modern conveniences around us. If we do think about them, it is usually to complain about some minor mishap or delay in services. We assume that the food will be delivered to food stores all neatly packaged, that the trains and planes will run, that a flick of a switch will produce electricity and that our friends are at the end of a dial tone. But none of these things, nor hundreds more, were commonplace in 18th and 19th Century America. The lives of the great inventors make exciting reading. These men of genius struggled against tremendous odds to fulfill their visions.

NOTES ON THE READING

AIM: To Learn of the Changes in Travel, Communication, and Farming before 1865.

1. What industry started the Industrial Revolution in the United States?

A. _____
B. _____

2. What did Robert Fulton contribute to the Industrial Revolution?

A. _____
B. _____

3. In what industry in England was the "iron horse" first used successfully?

A. _____
B. _____

4. How did Peter Cooper prove the superiority of his locomotive?

A. _____

5. What were the farming tools used before the American Revolution?

A. _____
B. _____
C. _____

6. How did John Deere's invention help the farmers of the Middle West?

A. _____
B. _____

7. How did Cyrus Mc Cormick's invention establish the "bread basket of the United States" in the Mid-west?

A. _____
B. _____

8. What purpose did the telegraph serve in a growing and expanding America?

A. _____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING
BEFORE THE CIVIL WAR

NOTES ON THE READING

9. How was the telegraph used by other industries in the United States?

A. _____
B. _____

10. How did Elias Howe's invention bring about the factory system?

A. _____
B. _____

11. Explain how Kelly and Bessemer set the framework of the cities of steel of today.

A. _____
B. _____
C. _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

- A. Industrial Revolution
- B. inventions
- C. inventors
- D. factories
- E. scythe
- F. communications
- G. transportation
- H. conveniences

Column II

- _____ 1. giving of information by talking, writing, etc; a sharing of ideas
- _____ 2. a means of locomotion; going from one place to another
- _____ 3. the era when newly invented machines began replacing hand labor
- _____ 4. buildings where things are manufactured
- _____ 5. person who makes up or thinks out a new machine, process, etc.
- _____ 6. making something new
- _____ 7. slightly curved blade on a long handle, used for cutting grass
- _____ 8. aids, facilities, making life easier

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING
BEFORE THE CIVIL WAR

WHO AM I ?

_____ I put America on wheels with my model "A" invention.

_____ My invention meant that one average farmer could feed ten city dwellers.

_____ I memorized the parts of an invention to get them out of England.

_____ The telephone companies still use my name.

_____ I became famous with the message, "What hath God wrought?"

_____ I really invented the sewing machine, though another name is associated with it.

_____ I made my fortune in steel.

_____ I worked with developing a process for purifying iron.

_____ I made "Tom Thumb" famous.

_____ My "Folly" traveled about five miles an hour.

WORDS TO LEARN

Many factors must combine to produce a great, free industrial nation. From the beginning the United States has been blessed with all the elements necessary for growth and development. The United States government provided a democracy which gave its citizens a feeling of a faith in the government. Under these conditions the men of genius were free to invent and experiment. The government protected their inventions with patents and at times provided money to help these men continue their work. The United States abounded in natural resources, which were developed by American industry for the benefit of the American people. The unrestricted immigration policy of the U.S. government at that time, provided the labor force to help build American factories and transportation systems, while the years of peace after the Civil War provided the time for internal growth.

NOTES ON THE READING

AIM: To Learn of the Makings of Modern America After the Civil War

1. How would you define an industrial nation?

A. _____

2. Where and when was the "golden" spike presented?

A. _____
B. _____

3. How did the transcontinental railroad help in the industrialization of the United States?

A. _____
B. _____
C. _____

4. What inventions made travel safer and faster?

A. _____
B. _____
C. _____
D. _____

5. What did Cyrus W. Field contribute to the communications system?

A. _____

6. Why was Alexander G. Bell concerned with the human voice and sound reception?

A. _____

7. How did Marconi improve and further the inventions of Morse and Bell?

A. _____
B. _____

NOTES ON THE READING

8. How did broadcasting originate?

A. _____
B. _____

9. What later development came about after the general use of television?

A. 1960 _____
B. 1962 _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

- A. industrial
- B. factories
- C. mass production
- D. transcontinental
- E. immigrants
- F. frontier
- G. diesel
- H. Pullmans
- I. diners
- J. relay

Column II

- _____ 1. manufacture of identical articles on a large scale
- _____ 2. any branch of business, trade or manufacture
- _____ 3. crossing or spanning a continent
- _____ 4. building where things are manufactured
- _____ 5. person who comes into a strange country to live
- _____ 6. the farthest edge of settlement; end of a settled area
- _____ 7. an internal-combustion engine that burns oil with heat caused by the compression of air
- _____ 8. a railroad car with berths or small rooms for sleeping
- _____ 9. a railroad car in which meals are served
- _____ 10. transmit by an electrical current

READING QUESTION

Which Came First?

Directions: Using the numbers 1 to 7, place the following events in their correct time order.

- _____ The election of a President is announced on radio.
- _____ Telstar relays a television program around the globe.
- _____ The "Golden Spike" marks the completion of the first transcontinental railroad.
- _____ Lee De Forest invents a radio tube.
- _____ The United States extends from the Atlantic to the Pacific Ocean.
- _____ A voice is sent over wires.
- _____ Signals are sent through the air without wires.

WORDS TO LEARN

No invention brought greater change to the American scene than the automobile. This new invention was made available to the average family by Henry Ford, who used the assembly line to carry out the mass production of his Model T. The average American family became acquainted with the country far beyond his own little farm. The center of entertainment and amusement moved from the family fireside to the village square. A need for more varied amusements arose. A need then for better roads has developed today into a continuous highway throughout this land. How many changes can you think of that are a result of the automobile?

NOTES ON THE READING

AIM: To Learn How the Invention of the Automobile Changed Our Way of Life.

1. What was the horseless carriage?

2. A. What was the most important element in developing a machine that would run by itself?

A. _____

B. Who dug the first successful oil well in Pennsylvania?

B. _____

3. A. Name the process used for removing the impurities from oil.

A. _____

B. Where were the first machines to run on gasoline built?

B. _____

C. What is the meaning of the word automobile?

C. _____

4. Who was one of the first automobile manufacturers in America?

5. What is mass production?

6. A. Describe an assembly line.

A. _____

B. What is division of labor?

B. _____

7. What invention by Eli Whitney was put to use by Henry Ford?

NOTES ON THE READING

8. What discovery by Charles Good-year was a valuable addition to the invention of the automobile?

9. Why is it said that the automobile has changed our ways of living?

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I .

Column I

- A. horseless carriage
- B. gasoline engine
- C. impurities
- D. process
- E. refining
- F. mass production
- G. assembly line
- H. division of labor
- I. standardized parts
- J. vulcanized rubber

Column II

- _____ 1. treat rubber with sulphur and heat to make more elastic & durable
- _____ 2. jobs are divided among people
- _____ 3. identical or interchangeable parts
- _____ 4. conveyor; together with the workers who man it along which a product moves until it is completed
- _____ 5. machines driven by steam engines, not horses
- _____ 6. machine driven by refined oil
- _____ 7. treat or prepare by some special method
- _____ 8. free from impurities
- _____ 9. dirty; that which is not pure
- _____ 10. manufacture of identical articles on a large scale

SKILL

Match the invention or ideas in Column II with the inventor in Column I.

<u>Column I</u>	<u>Column II</u>
A. Henry Ford	_____ 1. first oil well
B. Charles Goodyear	_____ 2. standard parts
C. Edwin Drake	_____ 3. vulcanized rubber
D. Eli Whitney	_____ 4. assembly line
E. Cyrus Field	_____ 5. telephone
F. George Westinghouse	_____ 6. Atlantic cable
G. Alexander G. Bell	_____ 7. air brake

WORDS TO LEARN

No other event in American history ever created the mass hysteria as did "Slims" solo flight to Paris. Charles Augustus Lindbergh was a poor boy who was born in Detroit and raised in Minnesota. He had always been interested in flying, but could not raise enough money to buy the materials he needed. He remembered that in 1919 a Frenchman, Raymond Orteig, had posted a prize of \$25,000 for the first non-stop flight from New York, to Paris or from Paris to New York. Lindbergh wanted to advance the aviation industry and to prove to people that planes could really fly. He now needed the backers to help him make his flight. He had \$2,000 of his own, but he needed a total of about \$15,000. Finally three men formed a committee to raise the money for him.

In the pre-dawn hours of May 20, 1927, he took off from Roosevelt Field on Long Island, 33 hours, 30 minutes, 29.8 seconds later he arrived at Le Bourget airport, a few miles outside of Paris. He had proved that the ocean could be spanned; Europe and America were brought together. Upon his return to America, Lindbergh became a national hero and America became air-minded.

NOTES ON THE READING

AIM: To Learn How the Invention of the Airplane Has Changed Our Ways of Living

1. Why were the balloon and the glider not sufficiently satisfactory?

A. _____
B. _____

2. Where and when was the first air flight made?

A. _____
B. _____

3. What was the result of the "Lone Eagle's" flight from New York to Paris?

A. _____
B. _____

4. How has the airplane produced both good and bad results?

A. _____
B. _____
C. _____

5. What new type of plane was produced during World War II?

A. _____

6. What is the principle behind the jet engine?

A. _____

7. How far into space does the layer of air extend?

A. _____

8. 1. How does the rocket engine provide for the lack of air in space?

1. _____

2. Why was Robert Goddard nicknamed "moon-mad" Goddard?

2. _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. balloon	_____ 1. device consisting of a revolving hub with blades
B. glider	_____ 2. a driving forward or onward
C. propeller	_____ 3. a self-propelling device operating by means of gases escaping from a nozzle
D. propulsion	_____ 4. aircraft resembling an airplane without a motor
E. rockets	_____ 5. an airtight bag filled with some gas lighter than air
F. hero	_____ 6. idol; most important person

READING QUESTION

The following men are all connected with the growth of communications or transportation in the United States. Write a brief paragraph about the men and their contributions.

1. Wilbur and Orville Wright
2. Charles A. Lindbergh
3. George Westinghouse
4. Henry Ford
5. Charles Goodyear
6. Leonardo Da Vinci

WORDS TO LEARN

Young Thomas Edison received a permanent injury to his ears because of his ambition and desire for knowledge. It is said that while selling newspapers on a train, he set up a laboratory in a freight car. One day it caught fire accidentally. The train's conductor threw the chemicals and young Tom's experimental laboratory from the train. At the same time he boxed Tom's ears. Tom Edison remained deaf for the rest of his life.

NOTES ON THE READING

AIM: To Learn How Electricity Became A New and Important Source of Power.

1. How did Thomas Alva Edison show interest in science when he was a youngster?

2. A. What was his first invention?

A. _____

B. Where?

B. _____

3. A. For what is Edison best remembered?

A. _____

B. What are the benefits of this invention?

B. _____

4. A. What did Edison find caused the glow to last?

A. _____

B. How long did the first light bulb last?

B. _____

5. A. How did Edison make his invention available to a great number of the people?

A. _____

B. How many inventions are credited to Edison?

B. _____

6. Name a few of the inventors and their inventions that helped make life easier.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. wizard	_____ 1. a means for transmitting sound by electricity
B. electricity	_____ 2. talking machine
C. laboratory	_____ 3. by chance
D. chemicals	_____ 4. piece used in batteries, arc lamps, etc.
E. experiments	_____ 5. make trials or tests
F. accidentally	_____ 6. made by or used in chemistry
G. telegraph	_____ 7. form of energy that can produce light, heat, magnetism, and chemical changes and which can be generated by friction, induction or chemical changes
H. carbon	_____ 8. machine that changes mechanical energy into electrical energy
I. generators	_____ 9. Place where scientific work is done; experiments, etc.
J. phonograph	_____ 10. very clever person; expert

SKILL

With which of the following inventions was Thomas Alva Edison associated?

- A. automobile
- B. Spinning Jenny
- C. assembly line
- D. light bulb
- E. airplane
- F. phonograph
- G. telegraph printing machine
- H. motion picture camera
- I. reaper
- J. wax paper

SCHWARTZ, WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

SCHWARTZ, UNIT VI, CHAPTERS 2,4,5,6,7

At the left you will find a list of names. Match the people with their achievement or idea.

- | | |
|----------------------|--|
| 1. Cyrus Field | _____ A. wireless |
| 2. Marconi | _____ B. vulcanization of rubber |
| 3. Alexander G. Bell | _____ C. invented the light bulb |
| 4. Eli Whitney | _____ D. used coke to turn iron into steel |
| 5. Charles Goodyear | _____ E. first to fly |
| 6. Charles Lindbergh | _____ F. standard parts |
| 7. Wright Brothers | _____ G. trans-Atlantic cable |
| 8. Thomas Edison | _____ H. the horseless carriage |
| 9. Henry Ford | _____ I. flew the Atlantic non-stop |
| 10. William Kelly | _____ J. telephone |

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.483 tremendous frequently	prairies	
p.484 scythe <u>harvesting</u> hogs		
p.485 inefficient sheathing <u>furrow</u> implements reaper sheaves thresher husks chaff <u>combine</u>		Cyrus McCormick , James Oliver
p.486 tractors diesel	aire	
p.487 ample		Mississippi
p.488 wilted cultivated moisture evaporating	conquered irrigations ditches dam reservoirs dry farming	Mormons, Utah, Hoover Dam, Grand Coulee Dam, Fort Peck Dam
p.489 discouraging tornadoes dust storms continual plague available diminished	money crop supply and demand	
p.490 debts particularly freight intense fertilizer		

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.491 <u>eroded</u> <u>desolate</u>		
p.492 politics convinced forbade		Oliver H. Kelly, 1867 National Grange of the Patrons of Husbandry (Grange), 1887 Interstate Commerce Act, Interstate Commerce Commission
p.493 reforms sympathized eloquently <u>orator</u>	political parties paper money greenbacks	National Greenback Party, Greenback Party Populist Party William Jennings Bryan William Mc Kinley
p.494 remedy welfare concern scientific yield	farm bloc	The Farmer's Union, American Farm Bureau Federation, Non-Partison League, co-operative association, Agricultural Colleges 1862 Morrill Act
p.495 suspicious continual <u>soil conservation</u> Yearbook summarizes <u>research</u>		1862 Department of Agriculture
p.496 surpluses accumulation staple crops depression skyrocketed prosperous series	farm loans <u>price supports</u>	Weather Bureau, county agent 1933 Agricultural Adjustment Act
p.499 encourages costly burdened <u>surpluses</u> basic tackling in spite of solution	protective tariffs	

WORDS USED IN CONTEXT

1. The farmer used very crude tools in harvesting his grains. The new, improved farm machinery has made harvesting much simpler.

2. The new plow made it possible to cut a straight furrow in the soil. Sometimes the farmers would not plant in these furrows but would allow the land to remain idle in order for the loose earth to gather the rainfall.

3. The combine was a machine capable of cutting, threshing, cleaning and gathering the grain. The combine made it possible for a farmer to more than triple his output.

4. Careless and wasteful practices in farming have resulted in soil erosion. This eroded or washed-away land is largely responsible for flooding in many sections of the country.

5. The Indian had been placed on reservations which are desolate and arid desert lands. The Indian can barely support his family from what he can grow on this desolate land.

6. The United States has been fortunate in having many excellent orators. One of the most famous of our orators was William Jennings Bryan, who gave his most famous speech in defense of coining large amounts of silver coin in the United States.

7. When we talk about saving, most of us think in terms of money but the farmer realizes he can not save unless he practices soil conservation. The Department of Agriculture provides many studies on soil conservation in order to help the farmer use the soil wisely.

8. Colleges and universities provide much research on problems found in American life. They study the cause and effect of events and actions and send our research teams to try to back their findings.

9. Huge surpluses of grain are stored in the mothball fleet in the Hudson River. The farmer fears these surpluses because it very often lowers the price of his product.

10. In order to protect the farmers, the government has set up price supports. These price supports more or less govern the price of farm goods.

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-up, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- A. How women fought for their rights
- B. New types of farm machinery
- C. Why farmers organized to protect their interests
- D. How farmers tried to overcome their problems
- E. The national government passed laws to regulate labor
- F. How the government tried to help the farmers

SURVEY

Match the following items:

Directions: In the blank appearing before Column II, place the letter from Column I which best fits the description given.

Column I

- A. Oliver H. Kelly
- B. William Jennings Bryan
- C. Morrill Act 1862
- D. Populist Party 1890
- E. co-operative associations
- F. 1933 Agricultural Adjustment Act
- G. Interstate Commerce Act 1887

Column II

- _____ 1. set up agriculture and engineering colleges
- _____ 2. the farmer's party backing silver coinage and reform
- _____ 3. "Silver-tongued orator of the West"
- _____ 4. National Grange, 1867
- _____ 5. direct aid to farmers; price supports; control of production; soil conservation
- _____ 6. farmers' organization "to buy and sell in large groups to get better prices"
- _____ 7. forbade railroads to give rebates or charge unreasonable rates for farm products being shipped on short haul

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

FROM YOUR READING: SKILL INTERPRETATION

Interpret the cartoons on Pg. 490 & 491.

1. How does the first cartoon explain the law of supply and demand?
2. How did the story in the second cartoon force Congress to pass the Interstate Commerce Act?
3. Can you explain why the farmer in the third cartoon would join a farmer's cooperative or combine?
4. How would Oliver H. Kelley interpret the last cartoon? What arguments would he present to explain his viewpoint?

WORDS TO LEARN

Before the invention of machinery, most workers lived on farms. This is the story of Dennis Levitt, a man who started as a sharecropper. Along with other migrant workers, Dennis moved from place to place looking for work. He even took jobs in various granaries where he would take care of the surplus wheat. However, Dennis saw the chance to make money. By deciding to specialize in one crop he began to see that the more he found out about this crop the better the product would be. After a while Dennis was able to pay off all of his debts. He was even able to buy a reaper, a new machine that made farming much easier. Dennis decided that if he were to see things in his business improve it might be a good idea to join a political party. By doing this he felt he could influence laws being passed. He was disappointed when the government passed an income tax law and he had to pay a great deal of money because of his high income.

NOTES ON THE READING

AIM: To Learn How Machines Made Changes in the Way of Life on the Farm.

1. How did the machine help farmers after the Civil War?

2. How did the farmer "change" as a result of the invention of machines?

3,4. What problems did the farmers have?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 12: THE FARMER HAS HIS OWN PROBLEMS

NOTES ON THE READING

5.A. Why did the farmer grow more products?

B. What is a surplus?

C. What happened when there was a surplus?

A. _____

B. _____

C. _____

6.A. What happened to the farmers between 1865 and 1895?

B. What was the Grange?

A. _____

B. _____

7. What was the Populist Party? and why was it formed?

8. What caused the troubles in the '1920's ?

9. What did the government do to help the farmers in the 1930's?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 12: THE FARMER HAS HIS OWN PROBLEMS

PARAGRAPH DEVELOPMENT

Take the following facts concerning Chapter 12, The Farmer Has His Problems and organize them into (a) well-written paragraph(s).

- a. After the Civil War the machine came to many more farms.
- b. The farmer at one time raised food and animals for his own use.
- c. The farmer tried to make more money by raising larger amounts of wheat, cotton, and corn.
- d. The prices were so low between 1865 and 1895 that farmers could not pay their debts.
- e. The farmer again asked the government for help during the depression.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. reaper	_____ 1. place where grain is stored
B. specialize	_____ 2. something owed to one another
C. debt	_____ 3. person who farms land for the owner in return for part of the crops
D. political party	_____ 4. move from one place to another
E. income tax	_____ 5. money paid to government on personal income
F. sharecropper	_____ 6. pursue some specialty
G. migrant	_____ 7. person or machine that cuts grain or gathers a crop
H. granary	_____ 8. group of people joined together for a common interest

WORDS TO LEARN

It wasn't until the twentieth century that the government first started to think about its human resources. During the depression in 1929 many people lost their jobs and businesses. This led to government interference in certain areas. Laws were passed to try to end the depression. Many unemployed people were put to work by government agencies specifically created to put these people to work. The conservation of human, as well as natural resources, is vital to America.

NOTES ON THE READING

AIM: To Learn How Our Government Has Helped to Conserve Our Human and Natural Resources.

1. Why did the government decide to pass laws to help its people?

2.A. Why weren't people sure whether the products they were buying were good?

A.

B. What did the government do to protect them?

B.

3. What did some states do to protect their workers?

4. Why did the government feel they should help the workers during the depression.

5.A. How did the government help during the depression in 1929?

A.

B. What was the "New Deal"?

B.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 13: SAVING OUR RESOURCES

NOTES ON THE READING

6. How does the Social Security Law work?

7. What were some steps taken by the "New Deal" to save our human resources?

8,9. A. Why did Theodore Roosevelt take an active part in conservation?

A.

B. What is meant by conservation?

B.

10. What has Congress done since then to protect farming land?

11. What problem exists because America is a land of cities?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 13: SAVING OUR RESOURCES

Understanding What You Have Read

Which of these facts may be found in Chapter 13? Circle the letter of the facts that are found in the chapter.

- a. The efforts that have been made to save our resources
- b. The meaning of the "New Deal"
- c. The reasons for food-inspection laws
- d. Where our national parks are located
- e. The purpose of the T.V.A.
- f. The life of Albert Einstein
- g. Problems created by the factory system
- h. Teddy Roosevelt's love for natural beauty
- i. Mark Twain, forest ranger

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. human resources	_____ 1. to protect from loss or being used up
B. interference	_____ 2.. interruption of something
C. depression	_____ 3. a sinking; or lowering
D. unemployed	_____ 4. to be out of work
E. conservation	_____ 5. supply of people

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS
SCHWARTZ, O'CONNOR, UNIT VI, CHAPTERS 12, 13: HOW DID THE UNITED STATES
BECOME A LEADING INDUSTRIAL NATION

Write the letter of the meanings of the word in Column II in the space
in front of the word in Column I.

<u>Column I</u>	<u>Column II</u>
_____ 1. combine	A. saving the natural resources of our country
_____ 2. money crop	B. machine for harvesting and thrashing grain
_____ 3. surplus	C. single crop to which a farmer devotes all his land and time
_____ 4. collective bargaining	D. excess of supplies
_____ 5. supply and demand	E. process by which a union bargains with management for all its members
_____ 6. farm bloc	F. the idea that when supply is small and demand large, prices will rise until supply equals demand; where supply is large and demand small prices will fall until supply and demand are equal
_____ 7. mass production	G. members of Congress from the farm states organized to pass laws to help the farmer
_____ 8. conservation	H. material supplied by nature
_____ 9. natural resources	I. manufacture of identical articles on a large scale
_____ 10. migrant worker	J. an agricultural farm hand who moves from place to place following the growing season

WILDER, UNIT VI, CHAPTER 25. THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

WORDS TO LEARN

Vocabulary

Social Studies Words

People, Places, Events, etc.

p.507 ancestors

immigrants

William Cullen Bryant

Words needed to understand the poem: downtrodden, oppressed, toil

merchant
craftsmen
minister
lawyer

Thirteen Colonies
England
Scotland
Wales
British stock

p.508 fertile
prosperous
seized

frontiersmen
inland

Scotch-Irish,
German,
Pennsylvania,
Virginia,
the Carolinas,
Kentucky,
Tennessee,
"Pennsylvania Dutch",
Negroes

p.509 famine
journalist
statesman

canal

Irish,
John Barry,
Carl Schurz,
German

p.510 custom
industrial
manufacturing
commercial

Middle West,
Milwaukee,
St. Louis,
Cincinnati,
Scandinavian,
Sweden,
Norway,
Denmark, Minnesota,
Dakota, Italy,
Russia, Poland
Austria-Hungary
Balkan Peninsula,
Jews

p.511 persecuted
literature
theater
race
nation
steadfast
ancient

American Revolution,
Rhode Island ,
Haym Salomon,
Philadelphia,
Hebrew, Republican
Democrat

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON
FARMS

WORDS TO LEARN

Vocabulary

Social Studies Words

People, Places, Events. etc.

Words needed to
understand the
quotation on
page 511.

diverse
homogeneous
conservative
progressive
employer
employee
segment

p.512 blacksmith
sawmill
commerce
boisterous
junction

Atlantic Ocean

p.513 population

Machine Age

p.514 majority
descendants
enabled
inventiveness
skyscrapers

Northeast,
Chicago,
Cleveland,
Buffalo

p.515 dweller
century
leisurely

Pullman

p.516 immense
vehicle
throng
tenement
slum
elevated railroad

"El"
"the Loop",
Jacob Riis,
Denmark

p.517 literally
tenants

Greenwich, Connecticut,
Seattle;
Cleveland

p.518 suburb
metropolitan area
ample
sewage

Pittsburgh,
Monadnock Building,
Empire State Building
Boston

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND
ON FARMS

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.519 neon fume contractor		George Claude
p.520		Machine Age
p.521 regional drudgery		Iowa Des Moines

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON
FARMS

WORDS USED IN CONTEXT

1. The fertile land was very good for farming because it was so rich.
2. The merchant carried on all his business on his one-room shop. He bought and sold various items and was considered to be one of the most able merchants in town.
3. The newly-arrived immigrants were happy to be in America. When they left their home lands, they were told that immigrants from all lands were arriving in America.
4. The famine lasted for three years. During this time there was a great lack of food.
5. The prosperous man added to his wealth by playing the stock market wisely.
6. The employer told the employee "As long as I am the boss here, and you are working for me, you will do as I say."
7. I think that classes that have diverse groups of pupils are more interesting than those that have homogeneous groups of students. Students that have different intellects and backgrounds are always more challenging than those that have similar intellects and backgrounds.
8. In a democracy the majority rules. The person who gets a majority of the votes is elected.

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter before the words in Column I.

<u>Column I</u>	<u>Column II</u>
1. majority	_____ A. wealthy
2. homogeneous	_____ B. unifomm
3. diverse	_____ C. one who works for someone
4. employee	_____ D. rich; productive
5. employer	_____ E. one who sells goods
6. prosperous	_____ F. most
7. famine	_____ G. one for whom you work
8. immigrants	_____ H. different
9. merchant	_____ I. lack of anything; starvation
10. fertile	_____ J. someone who comes from a foreign land

FROM THE SURVEY

From the title of Chapter 25, The Machine Age Changes City and Farm Life, we can assume that the chapter deals with:

- _____ A. Ways of living have changed in American cities.
- _____ B. The way of life on American farms has changed
- _____ C. The invention of the airplane encourages world travel
- _____ D. Industry changes life throughout the nation
- _____ E. Industry changes ways of living in city and farm

Mark each answer choice above:

- Det - if too detailed
- Spec - if too specific
- Genl - if too general
- Irrel - if it's irrelevant
- False - if not correct (all or part)
- Best - if it's the best answer

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND
ON FARMS

QUESTIONS ON THE CHAPTER

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

- A. Immigrants are attracted to America
- B. Immigrants and farm people settle in cities
- C. The quota system for controlling immigration
- D. Different immigrant groups
- E. Slum problems

From the graph on page 508, answer the following questions:

1. In what years did immigration reach a peak?
2. Where did most of the immigrants come from between 1881 and 1890?
3. Where did most of the immigrants come from between 1901 and 1910?
4. During what ten year period was immigration lowest, after 1850? Why?
5. In what years did the Irish migrate to America? Why?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 8: AMERICANS COME FROM ALL OVER THE
WORLD

WORDS TO LEARN

The bell rang. Gradually, the halls filled with students. They all had that desperate look of famine. They moved in huddled masses toward the cafeteria. There was an awkward silence about them. They tried not to stare as they thought about the handicap John Bown would carry with him the rest of his life, because of a fraternity prank. The sound of this wheel chair being pushed through the hall cut like a sharp blade through a crisp apple. You could feel the yearning to undo what was done.

NOTES ON THE READING

AIM: To Learn Why People from Many Lands Came to the United States

1. Why did the immigrants come to America?

2. A. Where did the immigrants to the United States come from?

A. _____

B. Why does much of our language and laws come from England?

B. _____

3. Who were the "old immigrants"?

4. A. Why was there a great migration to the United States in the 1840's and 1850's?

A. _____

B. What were the contributions of these immigrants to America?

B. _____

5. Where did the immigrants in the 1850's and 1860's come from? Where did they live? What type of work did they do?

come from: _____

live: _____

type of work: _____

NOTES ON THE READING

6. What were the results of the immigration between 1870-1910?

7. Explain who the "new immigrants" were, what type of work they did and the hardships they faced.

8. A. Where did most of the immigrants land in America?

A.

B. Who gave the United States the Statue of Liberty in 1876?

B.

C. What is the inscription on the base of the Statue?

C.

9. What were the contributions of the new immigrants to America? (Be sure to include specific men.)

10. How did the immigrants try to overcome their handicaps?

11.A. Why did America try to limit the number of immigrants?

A.

B. What laws were passed to limit immigration

B.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 8: AMERICANS COME FROM ALL OVER THE WORLD

NOTES ON THE READING

11. C. What was the result of the immigration laws?

C. _____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

- A. gradually
- B. famine
- C. huddled masses
- D. handicap
- E. yearning

Column II

- _____ 1. period of starvation
- _____ 2. slowly
- _____ 3. large group close together
- _____ 4. draw back
- _____ 5. deep desire

WORDS TO LEARN

It was billed as the greatest vaudeville show of modern times. Many of the city dwellers had seen the sign so often they took little notice. It was strictly a tourist attraction. There were some city folks who had devoted themselves to maintaining the old minstrel shows. Some very important volunteers helped keep this form of entertainment of a past generation alive. Most men today seem to have more important things to do with their leisure. The miserable smell of an old aqueduct which ran by the theatre even managed to discourage much of the old tourist trade these days.

NOTES ON THE READING

AIMS: To Learn How Many Americans Came to Live in the Cities.
To Learn of the Problems Created by Many People Crowded Together
in a Small Area.

- 1.A. Why did the cities grow?
 B. How many cities existed
 in 1800? In 1900 ?

A. _____

B.1800: _____

1900: _____

- 2,3. What problems did the
 people living in the city have
 compared to the people in the
 villages?

4. How did the people living
 in the city try to solve the
 transportation problem?

5. What improvements were made in
 living conditions in the cities?

NOTES ON THE READING

6. What could the city dweller now do with his leisure time?

7. How were schools improved?

8. What problems were created as a result of heavily crowded cities?

9. What was the contribution of Jacob Riis to city dwellers?

10. What were the contributions of Jane Adams in improving the lives of the people in crowded areas?

UNDERSTANDING PICTURES

Combined questions for the Chapters 8 & 9.

Below are a list of captions for the pictures which appear on pages 326, 327, 330, and 331. Match the following captions with the appropriate picture.

1. "Liberty and justice for all" .
2. "Look, son, the beginning of a new life ."
3. "Cities spread across natural boundaries."
4. "Sale day at the 5 and 10"
5. "Oops, wrong era"
6. ".....your huddled masses "

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. vaudeville	_____ 1. offer to work for free
B. dwellers	_____ 2. enjoyable pastime
C. devoted	_____ 3. extra time
D. minstrel	_____ 4. water carrier
E. volunteers	_____ 5. ugly; disgusting
F. entertainment	_____ 6. old fashioned music
G. leisure	_____ 7. acts on a stage, one after another
H. miserable	_____ 8. loyal to
I. aqueduct	_____ 9. inhabitants

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON
FARMS

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTERS 8 & 9

Choose the correct answer:

- ____ 1. The first immigrants to come to America were
a. Italian b. Jewish c. British
- ____ 2. Immigrants came to America because
a. they were poor and sought new opportunities
b. they were rich and wanted more wealth
c. they were curious
- ____ 3. Jacob Riis
a. was an inventor
b. exposed slum problems
c. was a politician
- ____ 4. All of the following were willing immigrants except
a. Scotch-Irish
b. Pennsylvania Dutch
c. Negro
- ____ 5. All of the following contributed to the growth of cities except
a. increased immigration
b. mass production
c. sales tax
- ____ 6. After 1890 most immigrants came from
a. northern Europe
b. southern Europe
c. Asia
- ____ 7. Immigrants had all of the following problems except
a. language
b. money
c. they didn't want to be here
- ____ 8. All of the following changes took place in America between 1790 & 1960
except
a. many immigrants came
b. cities grew
c. democracy declined

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR
MORE PEOPLE

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.526 fivefold	<u>birth rate</u>	
p.527 adequate	<u>mobility</u>	
p.528		Booker T. Washington, George Washington Carver, Ralph J. Bunche, Marian Anderson, Joe Louis, Jackie Robinson, Rafer Johnson, Wilmer Rudolph
p.529 ban tenement	<u>quota</u> refugee settlement houses	McCarran Act, Refugee Relief Act, Jacob Riis, Jane Addams, Hull House
p.530 prohibit intoxicating	<u>temperance</u>	Prohibition Party
p.533 <u>smuggle</u>	"bootleggers"	Women's Christian Temperance Union (WCTU), Anti-Saloon League, Francis E. Willard Eighteenth Amendment, Twenty-first Amendment
p.534 <u>scorn</u>	woman suffrage	Clara Barton, Susan B. Anthony Elizabeth Cady Stanton, Nineteenth Amendment
p.537		Morrill Act
p.538		The Knickerbocker Baseball Club of N.Y., Cincinnati Red Stockings, Honus Wagner, Christy Mathewson, Ty Cobb, Tris Speaker, Cy Young, Lou Gehrig, Babe Ruth, Joe DiMaggio, Ted Williams, Stan Musial

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.539 referee		Princeton, Rutgers, T-formation, Knute Rockne, James Naismith, <u>Birth of a Nation,</u> Al Jolson, <u>The Jazz Singer</u>
p.540	geology zoology botany	Benjamin Silliman, Louis Agassiz, Asa Gray, Albert Einstien
p.541 <u>synthetic</u>	<u>penicillin</u> diphtheria <u>atom</u>	Hiroshima, Nagasaki,
p.542 "local color"		Bret Harte, <u>"The Luck of Roaring Camp,</u> Mark Twain, Samuel Langhorne Clemens, <u>The Adventures of</u> <u>Tom Sawyer,</u> <u>Adventures of</u> <u>Huckleberry Finn,</u> <u>Life on the Mississippi,</u> Jack London, O. Henry, William Sidney Porter, <u>My Antonia,</u> <u>O Pioneers!,</u> Ellen Glasgow, Margaret Mitchell, <u>Gone with the Wind,</u> Marjorie Kinnan Rawlings, <u>The Yearling ,</u> John P. Marquand, Sinclair Lewis, Nobel Prize, Ernest Hemingway, Eugene O'Neill, <u>Ah! Wilderness ,</u> Walt Whitman, <u>O Captain, My Captain!</u> <u>Pioneers! O Pioneers!</u>

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

<u>Vocabulary</u>	<u>Social Studies Words</u>	<u>People, Places, Events, etc.</u>
p.544		Carl Sandburg, Robert Frost, <u>Stopping by Woods</u> <u>on a Snowy Evening</u> , Associated Press, United Press
p.545 condense "bookmobile"	<u>"digests"</u>	Edward Bok, <u>Ladies Home Journal</u> , John Stenart Curry
p.546 sculptor		Metropolitan Museum of Art, Daniel Chester French, Augustus Saint-Gaudens, Frederic Peminton, James McNeill Whistler, Thomas Benton, Grant Wood, "Painter of the Soil"
p.547 <u>skyscraper</u> hauntingly		Golden Gate Bridge, Louis Henri Sullivan, Frank Lloyd Wright, Stephen Foster, <u>My Old Kentucky Home</u> , <u>Old Folks at Home</u> , John Phillip Sousa, Edward Mac Donald,
p.548 ragtime jazz swing music		Victor Herbert, Arturo Rubenstein, <u>Alexander's Ragtime Band</u> , Irving Berlin, <u>White Christmas</u> , Duke Ellington, Paul Whiteman, "King of Jazz", Jascha Heifetz, <u>Rhapsody in Blue</u> , <u>Porgy and Bess</u> ,
p.549 Musical Comedy		<u>Showboat</u> , Jerome Kern, <u>Kiss Me, Kate</u>

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

Vocabulary

p.549

Social Studies Words

People, Places, Events, etc.

Cole Porter,
Of Thee I Sing,
George Gershwin,
Richard Rodgers and
Oscar Hammerstein II,
Oklahoma!
South Pacific,
The King and I,
George Bernard Shaw,
Pygmalion,
My Fair Lady,
Frederick Lowe,
Alan Jay Lerner

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS USED IN CONTEXT

1. The quota system was devised to limit immigrants from flooding the United States. This quota system set the number of immigrants to be admitted from each European nation.

2. Jacob Riis tried to improve the conditions of the tenement dweller. Into these crowded, dirty tenements of these city slums, he tried to bring improvements.

3. Early women suffragettes were met with scorn and contempt. Gradually, this scorn grew into respect.

4. The demands of World War II forced the United States to find substitutes for scarce items. One of these scarce products for which they had to find a synthetic substitute was rubber. Nylon hose was a synthetic material to replace raw silk.

5. Because it seems impossible to be able to read all the printed materials written today, publishers print digests which condense or shorten the articles.

6. The early temperance workers preached against the excessive use of alcoholic beverages. The temperance reformers had seen the evils and misery produced by excessive drinking.

7. Long Island was a haven for bootleg smuggling in the 1920's. They were able to smuggle the liquor into the country via the many inlets of the Long Island Sound.

8. As land became scarce in the cities, buildings were built higher. The first of these skyscrapers was the Woolworth Building. The Empire State Building now reigns as the world's tallest skyscraper.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

QUESTIONS ON THE CHAPTER

From the Survey (Skill: SQ3R)

A. I. From the title of Chapter 26, America Provides More Opportunities for More People

_____ A. People come to America from all over the world

_____ B. American economic growth provides opportunities for larger numbers of people

_____ C. As America expands so do economic opportunities

_____ D. The growth of America economically, socially and culturally led to broader opportunities

_____ E. Opportunities expand as America grows

WILDER, UNIT VI, CHAPTER 26; AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE
PEOPLE

CLASS BIOGRAPHICAL READING PROJECT

Select from Column A one of the following great Americans and report to the class, being sure to include in your report the factors listed in Column B. Use reference books for your report.

Column A

Clara Barton
Albert Einstein
Babe Ruth
Lou Gehrig
Christy Mathewson
Hon. Wagner
Dr. James Naismith
Thomas Edison
Al Jolson
Susan B. Anthony
Elizabeth Cady Stanton
Jane Addams
Mark Twain
Frank Lloyd Wright
Walt Whitman
Carl Sandburg
Stephen Foster
John Stewart
Grant Wood
Jackie Robinson
James McNeil Whistler
Louis Henri Sullivan
John Phillip Sousa
Edward Mac Dowell
Victor Herbert
Marian Anderson
Duke Ellington
Paul Whiteman
George Bernard Shaw
George Gershwin
Cole Porter
Benny Goodman
Richard Rodgers
Oscar Hammerstein
Frederick Lowe
Allan J. Lerner
Sammy Davis, Jr.
J.D. Salinger
Jacob Riis
John Glenn
Adlai Stevenson
Eddie Cantor
Al Capp
Bernard Baruch

Column B

1. Area in which they made their contribution
2. What, if anything, was unique about their contribution?
3. What ethnic group did they represent?
4. How have they added to America's world leadership?
5. Name others who have followed their example
6. Have you found anything in their pasts which would have indicated they would be great?
7. How did being Americans affect them?

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

3. Why was it necessary for women to struggle to gain their rights?

1. The first part of the document is a header section containing the title "THE HISTORY OF THE UNITED STATES OF AMERICA" and the author "BY JAMES M. SMITH, LL.D." followed by the publisher information "NEW YORK: PUBLISHED BY J. B. LIPPINCOTT, 15 N. 2ND ST. 1854."

2. The second part of the document is a preface section where the author discusses the purpose and scope of the work, mentioning that it is intended for the use of students in the common schools and colleges of the United States.

3. The third part of the document is the main body of the text, which begins with the chapter titled "THE DISCOVERY OF AMERICA" and continues through several other chapters, including "THE FIRST SETTLEMENTS," "THE GROWTH OF THE COLONIES," and "THE REVOLUTIONARY WAR."

4. The fourth part of the document is a concluding section where the author summarizes the main points of the history and offers some reflections on the future of the United States.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

2. Why has America's cultural growth been so great since 1890? Explain in detail.

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or legal pad style. There is no handwriting or other markings on the page.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

QUESTIONS FOR THOUGHT AND DISCUSSION

1. How did immigration contribute to Americas cultural, scientific and economic growth?

A. Cultural growth

B. Scientific growth

C. Economic growth

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

WORDS USED IN CONTEXT

As reforms took place in America, women began to take a more important role. For centuries they had fought to be heard. Many women were imprisoned for attending meetings or for voicing an opinion in public. They were ridiculed, humiliated, and mocked.

In spite of this, women like Mary Lyon, defied educators who thought women did not need to be educated and started Mount Holyoke College.

Dorothea Dix called attention to the disgraceful conditions in the prisons and institutions for the mentally ill, until state governments were forced to face the issue and make improvements.

It wasn't until the 20th century in America that women received equal status with men.

NOTES ON THE READING

AIMS: To Learn How Some Less Fortunate People Won a Better Way of Life .
To Learn of the Beginning of Free Public Schools.

1. What were the people called
who believed that many
Americans did not have the benefits
that they thought should be a
part of democracy?

2. What were their aims?

1. _____
2. _____
3. _____
4. _____
5. _____

3. What was the place of
women in the early 1800's?

4. What rights had women
gained by the middle 1800's?

5. What conditions in the prisons
did Dorothea Dix try to
improve?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

NOTES ON THE READING

6. How did she improve
institutions for the insane?

7. What conditions were common in
early 1800's that prevented educa-
tion for the young?

8. How did most children of the
early 1800's receive their
education?

9. Who led the movement
toward public education?

10. What factors led to the
acceptance of free public
schools?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

<u>Column I</u>	<u>Column II</u>
A. reformers	_____ 1. chances
B. organizations	_____ 2. hindrance; disadvantage
C. taxpayers	_____ 3. person guilty of a crime
D. handicapped	_____ 4. let go
E. criminals	_____ 5. those who bring about improvements by removing faults
F. medical	_____ 6. submission to authority or law
G. released	_____ 7. group of persons united for some purpose
H. obedience	_____ 8. persons who pay a tax
I. opportunities	_____ 9. of or having to do with science or practice of medicine
J. teaching tools	_____ 10.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

VOCABULARY TEST

Remember Me?

1. I was interested in the education of women. I started a college for women in 1837. Today this is a famous college for women in Massachusetts.
2. I was shocked at the sights I saw as I visited the prisons and institutions where the insane were housed. I tried desperately to better these conditions.
3. We tried to prove to the American public that education was part of a democratic way of life. We established free public schools in Massachusetts and Connecticut.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

ORGANIZATION THROUGH CONSTRUCTING A TABLE

Personality	Field of Endeavor	Contributions
Albert Einstein Susan B. Anthony Mark Twain George Gershwin Frank L. Wright Dorothea Dix Horace Mann Eli Whitney Samuel B. Morse		

WORDS TO LEARN

"Blast off!" Marty Green could hear these words as he put the bolt into the long piece of metal he was handed. Marty was only a worker on an assembly line in a factory that had been taken over by automation. However, he felt as if he were going to be the one who would step into the satellite and make the first orbital flight. Actually, his was a very important job. The men in his factory were making the parts for an atomic reactor. Marty never did make the flight but had a wonderful time thinking about it.

NOTES ON THE READING

AIM: To Learn How Scientific Knowledge Has Continued the Industrial Revolution.

1. How has the Industrial Revolution become a Scientific Revolution?

2. How is scientific knowledge making it possible for people to live longer?

3.A. What was the most amazing discovery in science in the 20th century?

A.

B. Who made this discovery?

B.

C. What is it being used for?

C.

NOTES ON THE READING

4. How is scientific knowledge
changing the methods of industry?

5. How have scientists been meet-
ing the problems of exploring
space since the 1950's?

6. What types of experiments
have the United States and
the Soviet Union been carrying
on?

7. How is the Industrial
Revolution continuing?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 14: A REVOLUTION IN SCIENCE

SEQUENCE AND DEVELOPMENT

Place the following facts in correct chronological order (according to when they took place).

- a. Industrial Revolution
- b. "Explorer I" is launched
- c. John Glenn goes into orbit
- d. Jonas Salk invents the polio vaccine
- e. The Soviet Union puts a man into space
- f. The United States builds submarines that run by atomic power
- g. Albert Einstein discovers atomic energy

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

- A. atom
- B. atomic reactor
- C. assembly line
- D. automation
- E. satellite
- F. orbital

Column II

- _____ 1. machine used for the assembly and production of a limited release nuclear energy
- _____ 2. the smallest particle of a chemical element
- _____ 3. path of the earth around the sun
- _____ 4. method or technique of making a manufacturing process
- _____ 5. small planet that revolves around a larger planet
- _____ 6. row of workers or machines along which work is passed until the final product is made

Guide Topics Correlated With Texts

Wilder

This Is America's Story

Chapter No.: Page No.

1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon
2. (pp. 37-57) Europeans Learn More About the New World
3. (pp. 58-79) Spain Establishes a Great Empire
4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America
5. (pp. 100-119) How Did People Live in the English Colonies
6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America

Chapter No. and Unit No. in S. & O.

- 1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies
- 1-8 (pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars.

NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II

Unit II Colonial Struggle For Independence

7. (pp. 136-148) How Were the English Colonists Governed?
8. (pp. 149-164) The American Colonists Resist Strict Control by England
9. (pp. 165-189) The Thirteen English Colonies Win Their Independence

9-16 (pp. 98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war

NOTE: Chapter 6 (pp. 86-90) included in this section

Unit III How Our Nation Is Governed

11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution
12. (pp. 227-242) The New Government Is Successfully Launched.

1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Schwartz and O'Connor

Exploring American History

Chapter No. and Unit No. in S. & O.

- 1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies
- 1-8 (pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars.

NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II

9-16 (pp. 98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war

NOTE: Chapter 6 (pp. 86-90) included in this section

1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

Unit IV Westward Expansion	<p>Wilder</p> <p>This Is America's Story</p> <p>Chapter No.: Page No.</p> <p>13. (pp. 243-263) The United States Gains the Respect of Other Nations</p> <p>14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing</p> <p>15. (pp. 289-303) Cotton Becomes King in the South</p> <p>16. (pp. 304-318) Democracy Marches Westward with the Frontier</p> <p>17. (pp. 319-345) The Nation as a Whole Becomes More Democratic</p> <p>18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea</p> <p>21. (pp. 424-442) The Last Frontier in the West Is Settled</p>	<p>Schwartz and O'Connor</p> <p>Exploring American History</p> <p>Chapter No. and Unit No. in S. & O.</p> <p>1-14 (pp. 174-239) How Did The New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.</p>
Unit V Civil War	<p>19. (pp. 373-392) The North and South Come to Blows</p> <p>20. (pp. 393-423) The North and the South Fight a War and Are Reunited</p>	<p>1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South</p>
Unit VI Rise Of Industry and Agriculture	<p>22. (pp. 442-467) The United States Becomes a Great Industrial Nation</p> <p>23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems</p> <p>24. (pp. 483-505) New Methods of Farming Create New Problems</p> <p>25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms</p>	<p>1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's</p>

Guide Topics Correlated With Texts

Wilder		Schwartz and O'Connor	
This Is America's Story		Exploring American History	
Chapter No.: Page No.		Chapter No. and Unit No. in S. & O.	
Unit VII U.S. Becomes a World Leader	26. (pp. 525-556) America Provides More Opportunities for More People	1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960	
	27. (pp. 556-570) American Leaders Branch Out Along New Paths		
	28. (pp. 571-590) The United States Gains Possessions Overseas		
	29. (pp. 591-615) The United States Plays a Larger Part in World Affairs		
	30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace		
	31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas		
	32. (pp. 677-703) Americans Face The Challenge of a Modern World		